

BIOGRAPHICAL SUMMARY: Allen Bailey, 81, retired schoolteacher and principal

*"The original [school] buildings were old frame buildings. This area up here on Kapalama Heights wasn't targeted for anything special, and they thought it would be a good location for a school. Plenty of land area at that time. Things were beginning to develop in the Kalihi area."*

Allen Bailey, Caucasian, the oldest of three children, was born in 1903, in Mount Carroll, Illinois. His father, Charles, was a businessman; his mother, Charlotte, a homemaker. At the age of five, the family moved to Idaho, where his father opened a grocery store in a lumbering town. As a youth, Allen tended the family's vegetable garden, clerked at the store, and worked at a sawmill during the summers.

Allen attended the University of Idaho and the University of Oregon, graduating in 1928. Soon after graduation, he secured a teaching position in Carnel, Washington. Three years later he arrived in Hawaii to begin teaching at the Kamehameha School for Boys. In the next fifty odd years, he served as teacher, dormitory advisor, vice-principal, and principal.

Although formally retired since 1969, Allen still resides on the Kamehameha Schools campus and serves as a dormitory advisor.

Tape No. 11-46-1-84

ORAL HISTORY INTERVIEW

with

Allen Bailey (AB)

March 27, 1984

Kapalama, Oahu

BY: Michiko Kodama (MK)

MK: This is an interview with Mr. Allen Bailey on March 27, 1984 at his office on the grounds of the Kamehameha Schools in Kapalama, Oahu.

Okay. I'm going to start today's interview by having you tell me when and where you were born.

AB: I was born in Mount Carroll, Illinois, which is about 125 miles west of Chicago near the Mississippi River. And at the age of five, [with] my brother and sister, and parents, we moved west to a little town in northern Idaho. The city was Coeur D'Alene, Idaho.

MK: And what year were you born?

AB: Nineteen three [1903].

MK: What was your mother's name and what was your father's name?

AB: My father's name was Charles R. Bailey; my mother's name was Charlotte Garner. And they were both born and raised in that area. My father was also born in Mount Carroll, Illinois, and my mother in a small town near there.

MK: What kind of backgrounds did your parents come from?

AB: Well, both of my parents, their parents were farmers. My father-- I guess you'd call him a businessman, because he was [operating] a grocery store and other types of small business, independent business. And my mother was a housewife.

MK: In your family, how many children were there?

AB: There were three of us. I'm the oldest of the three.

MK: Now, at the age of five, your family moved to Idaho. Can you tell me why that move occurred?

AB: I imagine my father thought that the opportunities were better out West, than they were there in Illinois. He planned to open up a grocery store. I guess Idaho, the area that he selected, was a growing community. I imagine he figured that, as I said, the opportunities would be greater.

MK: What do you remember about that journey West?

AB: Well, it was by train. And it took days. I remember [it] because my mother and father reviewed it a number of times. We were coming through Montana. This is long about, oh, February or March. The snowfall was so heavy that the train was marooned in a little western town by the name of Cutbank, Montana, where we were parked for a number of days until they could get the tracks cleared. And of course, being five years old, and my brother about three, and my sister around four, we were running up and down the train there and (chuckles) [were] probably a real problem to our mother. There was nothing we could do but just kill time there in the coach. So that was a harrying experience to my parents, their introduction to the West. As I said, we kids remember that very vividly, being marooned there in that train.

MK: By the time you moved to Idaho, what type of place did the family settle in?

AB: The first thing is, I remember we built a home. My parents bought a five-acre tract outside of town. Their idea was that we could grow vegetables and fruit, plus carry on a small business. That would give us kids something to do as we grew up. We spent seventeen years there in that particular place. As I said, we had a home built there, and I remember going with my father while the home was being built. Of course, that was in the horse and buggy days, too, and bicycles. And as soon as we were old enough to ride, why, we all had bicycles and we went back and forth to our place to the shopping center via bicycle or horse and buggy.

MK: You just mentioned that your home was built there. What type of house was it?

AB: It was a two-story, three-bedroom house. And [in] houses in those days, you have plenty available room. All the rooms were big--the bedrooms, the living room, the dining room. It's just what you'd call here today an old-fashioned home.

MK: How did that house compare with the houses in the town and the surrounding areas?

AB: What do you mean by that?

MK: Was it considered a more well-to-do house or average house . . .

AB: No, middle-class. Adequate for our family means but not necessarily

the best house in town. Compared with the rest of them, it's just an ordinary, middle-class home.

MK: The town that was near your home site, what type of town was that, in terms of its economic pursuits?

AB: This town was situated on a lake, and there were five sawmills there. It was a lumbering center. The economy was based around the lumber industry, and I would say that 75 or more percent of all the people were associated with the mills. [They] either worked in the mills or out in the mountains preparing logs to be shipped into the mill. So, it was entirely [a] lumbering town with some agriculture around the outside areas--fruit and vegetables.

MK: Those sawmills that you mentioned, were they owned by a number of companies or one?

AB: Some were independent, but two of them were associated with large national concerns like Weyerhaeuser Company and Ohio Match Company.

MK: As for the business that your father ran, what type of business was that?

AB: He was in [the] grocery business, but he changed over the years. Grocery business for a while, then in the confectionary--ice cream parlor and that sort of thing.

MK: As for the people who lived in that area, what kind of community was it in terms of relationships between people and the activities that occurred there?

AB: Lot of these people had emigrated from Sweden, because Swedish people were the people that worked in the mills and up in the woods, and they had experience. I remember the school I went to, some of these children came from Sweden and they couldn't speak English. So the teacher put them up in the front there, and within nine months they were speaking English. Later, they became close friends of ours, but it's amazing how quickly you can pick up a language just by sitting and listening to other people. So, as I said, these people were largely of Scandinavian origin. But I would classify them as a middle-class, hardworking group of people. They had their Swedish societies, dancing groups, and their parties built around their ethnic background.

MK: As you look back on the seventeen years that you spent in that area, how were, say, holidays or special events celebrated in the community there?

AB: Well, the Fourth of July was a typical American Fourth of July. It was firecrackers, a band concert in the park, speeches by the politicians, and possibly a parade. Christmas was the typical Christmas that you'd find in the northern part of the United States.



It was a white Christmas and with lots of church programs and school programs. Very typical American. Well, as I remember, we didn't have as many holidays then as we have now. Of course, we had Lincoln's Birthday, Washington's Birthday, and a few of those ones, school holidays. Some of those were built around the school. There'd be a program at the school. But I don't think our celebrations or observance of holidays was any different than you'd find here or any other place in the American community. And New Year's, instead of shooting off firecrackers as we do in Hawaii, people got out their shotguns (chuckles) and shot off their shotguns which was just as noisy as firecrackers. And beat on tin cans, and that sort of thing.

MK: As you look back on your seventeen years in that area, what were some of your boyhood activities?

AB: Northern Idaho has lots of lakes. Every few miles there's a lake. So, we were in access of lakes. In the summertime, we went swimming and fishing. In wintertime, we went skating. So, a lot of our activities were lake related. And we had long winters. Started in October, sometimes lasted almost to May. So, lot of winter activities-- tobogganing, sliding, skating.

MK: When you weren't, say, involved in your play activities, was there any involvement in your part in your father's grocery store?

AB: Yes, I clerked for my father as soon as I got old enough to be able to do the job. I'd relieve him by clerking in the store. As I said, we lived on a rather large tract of land and we grew our own vegetables. We children helped take care of the vegetables. You know, the usual thing of pulling weeds, and hoeing, and harvesting fruit and vegetables. My brother and I caddied on the golf course. I think we were probably about eleven or twelve years old. There was a golf course within about five or six miles of where we lived. So, we would caddy on the golf course during the summertime.

MK: You also mentioned that another part-time work activity that you were involved in was at the sawmills. Can you explain what you did at the sawmills?

AB: Well, yes, as soon as I was old enough to be employed in the sawmill during the summer months, during the vacation period, I'd get a job in the sawmill or all sorts of jobs related to the mills. But I had a job out in the lumberyard of loading and sorting lumber. Orders would come through for a load of lumber and I'd go out with an older, experienced person and we'd load up that lumber.

MK: What were your feelings about that job in the sawmill?

AB: Well, it was hard work. It made you want to go ahead and get an education so you could get something that was probably a little easier (chuckles) for the future. So, I look back upon it as a good

work experience. You appreciated the value of work.

MK: You know, I know that your father was involved in a number of businesses. Did he have certain ambitions for you as you were growing up?

AB: Yes, he wanted us to get as much schooling as we could take, put it that way. So, I think I mentioned to you that after graduating from high school I worked for a year to get enough money to go on to college. About that time, all three of us were ready for college. So, our father said that it'd be pretty difficult to support three of us in college at the same time because we had to go away to school. But he said he'd move to a college town, which he did. That's why we moved from Coeur D'Alene to Eugene, Oregon. So, we all three ended up at the University of Oregon and lived at home.

MK: Before we get into that part of your life, I want to go back to your family's attitude toward education and find out what your grade school education was like. What type of grade school did you attend back in Idaho?

AB: Well, here we call it the elementary school. It went from first grade through the sixth grade. Then, from there, you went to the junior high school. Then from there, into the high school. But the high school I went to was a four-year high school. I think those schools were typical of any school you'd find throughout the country and typical of those here in Hawaii. The same pattern. You had to do well before they would move you from one grade to another. In recent years, they've promoted you by age. But in those days, you had to pass certain standards to move, for example, from the sixth grade to the seventh grade. You had to pass some tests. In some cases, if you lived out of town, there would be county tests administered by the county, a uniform test. If you didn't do well on those tests, you repeated the grade.

MK: In those days, when you look back at the curriculum, what was the emphasis on?

AB: Pretty heavy on basics. However, we did have physical education, and we had a course in health. We had an opportunity to--if you played an instrument--to try out for the band or the orchestra. But you had to be able to play before, and the only way you could do that would be to take private lessons. However, today, they'll take you without any experience. You take the whole program within the school.

MK: When you look back on the types of teachers that were teaching you back then, who were the most memorable ones?

AB: Oh, I remember vividly my teachers long about the fifth, sixth, seventh grade because you had the same teacher in the classroom all day long. When you get up to about the seventh or eighth grade, you

begin to get different teachers. Of course, in high school, you have a different teacher for each subject. But the teacher that you had all day long in the fifth grade or sixth grade or fourth grade, you remembered very well. If that was a warm-hearted person, why, that person became a . . . Well, you remember that person all your life.

MK: Which teachers had the greatest impact on your life?

AB: You mean, grade school, high school or college?

MK: In any of those three.

AB: Well, there was a person that I thought a great deal of, and that was during my seventh and eighth grade years because he took a personal interest in me and encouraged me to do well. Then, there was another lady in college that I thought a great deal of that inspired me to go on and do well.

MK: What did she specifically do to kind of inspire you?

AB: Well, she would call you in after class and review your work, and took a personal interest in you, and wanted to know how you felt about things. She was more than a teacher, she was like a counselor or a friend. To have a teacher take time out to try to do something for you was rather unusual. And that's why I look back upon that teacher as one who was very inspiring to me.

MK: I know that you began your college years at the University of Idaho. Can you describe that college for me?

AB: University of Idaho was in a small community, Moscow, Idaho. Very small community. Probably less than 5,000 [persons]. The school [enrollment] was about 1,600 at that time. It was about the same enrollment as the University of Hawaii when I came here in 1931, I think it was around 1,600. In a school of that size, you know everyone. Everyone said hello. I was talking to a boy the other day that just came back from USC [University of Southern California] and he says, "My, that place was so large, it's overwhelming." But when you live on the campus in the dormitory or in the fraternity, within a short time, you'd know everyone by sight and most of them, you know by name. So, it gave you a good feeling. As the Hawaiians would say, the 'ohana, part of the family.

MK: When you were at the University of Idaho, were you a member of a fraternity?

AB: Yes, I was.

MK: What was it like, being a member of a fraternity back then?

AB: Well, you get invited. They'd be about thirty-five of us living in

a large house. Well, we'd have bunk beds out on the lanai, we call it here. And [a] large living room, study rooms, and stuff like that. But it's a family unit, instead of being in a dormitory with seventy-five or a hundred. [It was a] small group, and you called each other "brothers." It adds to, oh, the program of the school. Brings you closer together.

MK: At that school, what sort of studies were you taking up?

AB: Well, as a freshman, I didn't have much choice. There were very few electives. But my major was business administration. The only reason I majored in business administration [was] because my father had been in business, and in those days, we had no counselors. So, I just figured, well, I better get prepared for business. In my freshman year, I think most of us freshmen took pretty much the same thing. We had a choice of language, whether it was French, German or Spanish. But otherwise it was pretty standard.

MK: You mentioned that because your brother and sister were becoming of age, they were about to go to college, your father decided to move the whole family to a college town. Why Eugene, Oregon, though, and not anywhere else?

AB: Well, I really don't remember why he selected Eugene, but he took a trip there. It looked like a place that he could establish a business. It must have been a town of about 20[,000] or 25,000 at that time, and he thought it was good place to start a grocery store.

MK: You know, the 1920s and '30s were getting to be hard times. How was it for your dad to pull up stakes and move all the way to Eugene, Oregon?

AB: Well, as I look back, it was quite a gamble. I admire him for being willing to do that. He could have stayed on there in Coeur D'Alene. But he actually did it for us kids. He had to start over, and that wasn't easy for him to establish and build up a business. You want to know why he selected Eugene, I guess it's because it wasn't too far. It wasn't like moving clear across country, and it was a town that he felt that he could start a small business in.

MK: What was your mother's feelings towards all this?

AB: Oh, she was right along with my father. I think it was his idea, but she went along with it. It was fine with her.

MK: You sort of described a little bit about Eugene, Oregon back then. But what else do you remember about the physical setup of Eugene?

AB: Eugene's in Willamette Valley, which is largely agricultural in that area. There is quite a bit of lumbering there also. It's a beautiful little town with a much milder climate than Idaho. Lots of rain.



On the main road between Seattle, Portland and San Francisco. Main route. We thought it was a good location and we enjoyed living there.

MK: How about the community itself?

AB: Well, we lived just on the edge of the campus. As I remember, I would call it a college community. We lived in a college community. Everybody in the area in which we lived was associated with the University in some way or another.

MK: When you started attending the University of Oregon, what sort of studies did you enter there?

AB: Well, after I finished my sophomore year, I thought, well, business conditions don't look too promising. I noticed that only a few of the students in business administration were able to go out into and get jobs in business. So I thought, well, I'll take a minor in education. I'm glad I did, because I got into a field that's been my career and one that I've thoroughly enjoyed.

MK: Why did you choose teaching, though, and not some other field?

AB: Gosh, that's a hard one to answer. I don't know, I guess I just looked upon my school days as a . . . School teaching seemed to be a good profession and something that I would like to do. (Pause) So, it's a hard question to answer.

MK: You know, presently, I know that many of our teachers are females and very few males, although there's been a movement to recruit more and more men into the field. What was it like back then?

AB: Well, the elementary schools were mostly women. It wasn't until you got into the high school that you did get a balance between the men and the women. Of course, all your coaches and vocational teachers were all men. The women would be the English teachers and social studies teachers, and home ec [i.e., home economics] teachers. But it's true that very few men went into the elementary division.

MK: So, as you started your studies in the education field, what type of teaching did you think you were going to enter?

AB: Well, having courses in business, accounting, business law, [and] economics, I thought, well, I would go in for the teaching of commercial subjects, and that's what I did.

MK: What year did you graduate in?

AB: I graduated in 1928 from the University of Oregon.

MK: Once you graduated, where did you begin your teaching career?

AB: I was offered a position through the placement bureau there at the



University of Oregon in a little town in the state of Washington by the name of Carnel. This town was about thirty-five miles north of Pasco, Washington, and about thirty-five miles from any other place either. A large, wheat-growing area. It's a very small high school.

MK: How small was it, though?

AB: The high school, the year I arrived there, I think we only had about sixty students. They were brought in by bus from the surrounding area.

MK: What subjects did you teach there?

AB: Oh, I taught bookkeeping, typing, commercial geography, commercial law, world history, and coached baseball and basketball, and was advisor to the senior class.

MK: Huh.

(Laughter)

AB: That's what you get when you're in these smaller places.

MK: Gee, and what were your feelings about that first year or so of teaching?

AB: Well, I really loved it. The first year, the first time over these subjects--oh, by the way, I had to teach some shorthand, too, and I didn't plan on that. So I had to go to a business college during that summer, when I found out I had to teach shorthand, and take one of these crash courses in it. And then, I had to work every night that first year to keep up with the kids in the class. But, no, I enjoyed it. It was a wonderful little community. You knew everyone, everyone knew you. A very friendly atmosphere.

MK: Were there any things that you didn't like about teaching back then?

AB: Believe or not, I liked it, all of it. It was enjoyable. I think I told my daughter here recently, I said I was lucky. When I started in the small high school, I didn't have more than eight or ten students in the class, and we could sit around the table like a seminar. Whereas if I had gone into a larger system, I would have had twenty-five to thirty-five in the class, and then that's a much tougher job than having a room with six to ten students. So I was fortunate. Then when I came to Kamehameha, again the classes were small, not over twenty-five.

MK: How long were you at that school?

AB: Three years.

MK: What positions did you hold at that school?

AB: Well, after the first year, they asked me to take over the principalship.

Well, the principalship was not exactly what you think of a principal today because I did all the paperwork. But I carried the full teaching load along with serving as principal. I guess I got \$200 more a year for that. But, as I said, most of the paperwork and all the reports had to go into the county and into the district.

MK: What were your feelings about being a principal?

AB: Well, that really wasn't a test, being a principal there. It was teacher with a few more responsibilities.

MK: How large a staff were you supervising?

AB: There were only four of us or five of us. So, it was a pretty small operation.

MK: You mentioned you were there for three years. By that time, about '31, you were here in Hawaii.

AB: Yes, I came here in '31.

MK: How was it that you came to Hawaii?

AB: Well, my sister came here two years before I did, and my brother one year. My sister had been teaching up in Oregon and she was offered a position here. She liked it very much. My brother had just finished at the University of Oregon and he applied for a position here, here in Honolulu. By that time, that year 1930, my father passed away. My brother and sister said, "Well, why don't you bring our mother and come to Hawaii," and that "We think you'll like it." Well, I applied for a position with the DOE [Department of Education] and was offered a position over at Honokaa. And then shortly after that, I was offered a position here at Kamehameha. I wrote to my brother and I said, "You know, these private schools are not always financially sound, but I probably rather be in Honolulu than over in Honokaa."

He wrote back and he says, "Well, you can accept that Honolulu position because that particular school is in as good a shape as the [Territory] of Hawaii." (Chuckles) So I ended up at Kamehameha.

MK: What schools were your brother and sister involved with?

AB: My sister started teaching over at Kohala, Kohala High School, and my brother started teaching at the Kaimuki Intermediate.

MK: And you brought your mother along to the Islands?

AB: Yes.

MK: Prior to coming to the Islands, what did you know about Hawaii?

AB: Nothing, except what my brother and sister had told me about the place. They loved it here. They thought the people were great and it was a good place to teach.

MK: What impressions of the place did you come with?

AB: Well, I thought I was leaving all my friends for good because Hawaii seemed a long, long ways away. We had to come by ship in those days, and it took four and a half to five and a half days to get here. I thought, well, I'm leaving my friends forever and I'll never see them again--which wasn't true, but (chuckles) that was the feeling. It was just being far away. I knew enough about the place from what my brother and sister told me. [I knew] I wasn't getting into a situation that was much different from where I was on the Mainland, [and] that the teaching situation would be much the same.

MK: When you landed here in Honolulu, what were your first reactions to the place, the first couple days?

AB: Beautiful place, beautiful. I remember coming into the harbor by ship, looking up and seeing the mountains, and the sky and the clouds. I thought, what a beautiful spot.

MK: As you entered the town sections of Honolulu, what did you see?

AB: Well, from the harbor out to Kamehameha Schools, we went through that Iwilei district, Palama, and down there. The buildings in those days were mostly wooden shacks, and the little stores were all open on the front. They were very different from the shops in Eugene or Coeur D'Alene where I lived. Because food was just displayed right out in the open right near the sidewalk instead of being in in windows and places like that. So, that struck me as different. Then, of course, the varied population of the various people.

MK: And so, that first day you arrived, you were brought up to Kamehameha Schools?

AB: Yes.

MK: That first day, when you were brought up to Kamehameha Schools, what happened?

AB: Well, the principal took me on a tour of campus and showed me the dormitory and the room in which I would be living. I envisioned a dormitory as a two-story brick building that I remembered on the college campuses, but this was a wooden structure that had been built in 1887. It was nice and neat but a very, very old building. But adequate.

MK: As you recall that first tour of the campus, can you describe for me what Kamehameha Schools campus looked like back in '31?

AB: Well, the old school, as we all know, was located around the Bishop Museum. The central building there is the Bishop Museum. On the Ewa end is Bishop Hall and that was the classroom building for the School for Boys. Those two buildings look very much alike. They're built of lava stone. Then, there's a circular driveway that you'd come in from King Street right up to the Bishop Hall and the museum. That was a very attractive drive, lined with tall palm trees, and I always thought that was a beautiful entrance there. I'm talking about where Farrington High School is today. There's a big, open area there. And [it was] all very attractive, as I said, entrance with a big, open lawn. Then in front of the Bishop Hall and the Bishop Museum was a large play field. Real large play field. Big enough for baseball and football. Then, the dormitories were around the circle. So, it was an open area, lots of room around the dormitories, play areas, grassy areas. Attractive place but very old buildings.

MK: How many instructional buildings were there on campus then?

AB: Well, Kamehameha had a shop program, so they had a rather large shop building. Then Bishop Hall was where all the classes were held. When I came, I opened up the commercial subjects for the boys. They hadn't had anything in that area up to that time. So, one of the cottages right near Bishop Hall was assigned to me. It was, oh, say about a two-bedroom home, and I used the large living room for my classroom. So that building, plus Bishop Hall, plus the large shop building constituted the school buildings. And then, there were, let's see, two, three, four, five. There were five or six dormitories, and each one held about thirty to thirty-five boys.

MK: I've been told that the girls' school was across the street?

AB: The girls' school was just across the street from Farrington, where Farrington High School is today. That's now a housing area. They had a large area there.

END OF SIDE ONE

SIDE TWO

MK: You were saying that back in '31 the girls' school was in the process of moving . . .

AB: That summer, when I arrived, they had already moved to the new campus up here on Kapalama Heights. That's what we call today the Upper Campus. That was the School for Girls.

MK: Was there an elementary division in those days?

AB: No, there wasn't an elementary division at that time. They had the



seventh and eighth grade, and they were in a building just near the entrance to the campus, where Farrington is today.

MK: And high school started from. . . .

AB: Ninth grade.

MK: Ninth grade up to twelfth.

AB: Right.

MK: You've described for me what the Kamehameha campus looked like, and you've told me that it was located where Farrington is now located. What did the surrounding Kalihi community look like back in the early '30s?

AB: Well, today, that area has housing around it. This housing, I think, was built in the late '30s or probably in the '40s, that area along Houghtailing Street. And then, part of the campus area is now housing. Then Kalihi Road had a few homes on it, but most of that whole area was open area at that time. What is now Kam IV Field was the Kamehameha football field just across the road from the campus. As I said, this housing came in later and filled up all those areas. But as I remember it, around the edge of the campus, these fields and areas were just groves of kiawe trees.

MK: I've been told that at one time Kamehameha Schools had a dairy.

AB: Yes, they did, and that dairy was located where Kapalama School now is. What they have as their auditorium was the old dairy building that's been renovated and used as an auditorium today.

MK: What was located at the present site of Kamehameha Shopping Center?

AB: Kamehameha had a program, an agricultural program. Over there, that area, we called it the piggery. A lot of pigs over there. Some of the boys in the dormitory had to get up at 4:30 or 5:30 and go over there and feed those pigs before breakfast. That was part of their program. I never visited the area, but I knew it was over there. It was, oh, at least 500 yards, I guess, or half a mile from the campus. As you drove by there, you wouldn't even know there was a piggery in there because of all these kiawe trees. It was back in that area. But the dairy part had been closed when I came in '31. The school had set up an agricultural plant--dairy farm, chickens, and all sorts of stock--out at Hahaione Valley, way out at the other end of town.

MK: How about the residential area that's right below the Kapalama campus now. What was there back in '31?

AB: You mean, below this campus here?



MK: Right.

AB: Well, down here on Aupuni Street, that's the first street below the campus here, as I remember, there was only one home there. And you'd come down the hill, you'd turn over there and go down Houghtailing or you could stay on there and run over to Aupuni. There's only one residential area there. Most of that hillside has been built up since '31. But down around School Street, that housing was always there. That was never an open area.

MK: So, was there just undergrowth and kiawe trees up where there are now houses?

AB: Yes.

MK: You've mentioned a little bit about the types of curriculum there was back in '31. Could you explain to me what was taught at Kamehameha Schools back in '31?

AB: Well, you want to give me a few minutes, I'll get you one of the annuals and I can read it off to you.

MK: Okay.

AB: Because it was a very interesting program, at least I thought it was, compared to what I was familiar with.

(Taping stops, then resumes.)

AB: The years we were talking about, Kamehameha had a five-year high school program patterned after the Antioch College work program. So, the students took two years to finish the junior and senior year because they were out on part-time jobs half the time and in school half the time. That's why, it took five years to finish the program. The curriculum at that time, for a ninth-grader was English; then he went to one of the shops for some work experience or career guidance type of thing. The shops were agriculture, commercial subjects, machine shop, auto shop, carpentry shop, and electric shop. So, during his ninth grade year, he spent two or three periods a week for a six-week period in each one of those shops. Then, later, in his sophomore year, he selected one of those shops to major in. Then he ended up taking a part-time job in that field during his junior and senior year. And they all had math, and it was either general math or algebra and geometry, and progressed on. [They all had] the social studies course, general science in the ninth grade, and we gave them all a course in mechanical drawing. And they also had three periods of music a week.

Then, in the tenth grade, they selected a shop where they spent nine periods a week. Biology, world history, some more mechanical drawing. I had them all in typing three times a week. That was a required subject. Everyone had to take typing. Even today, some

of them tell me they were certainly glad they had that typing, because whatever they've done in life, they found a lot of use for it. Then, of course, we've had this ROTC [Reserved Officers' Training Corps] program here at Kamehameha. All the boys took that. That required about three drill periods a week and maybe one class period. So, a rather standard program--English; in the eleventh grade, U.S. History; and then they had a choice. They elected either physics or chemistry. Physics, one year, and chemistry the next year. So, it was pretty standard, except for the work program, the part-time work program.

MK: Why was that work program adopted here?

AB: Well, the trustees at that time felt that these boys should be prepared to take a job in the community. The best way to fit into that job would be to get some experience while they're here in high school. So, during their high school years, they may have been working at the Hawaiian Telephone Company, Hawaiian Electric, Schuman Carriage, or out here in the one of the plantations, or some office over [in] town. They proved to be right because a lot of those students went on to full-time work after they graduated from Kamehameha. Back fifty-three years ago, very few students were going on to college. We didn't have any scholarship or grants that could help these Hawaiians boys beyond Kamehameha. Today, we have. The trustees have appropriated money to help them beyond Kamehameha. Most of the families were unable to finance their students through college.

MK: How did the students and teachers decide which companies the students should go to work for?

AB: Well, if you were taking a course in auto mechanics here, naturally, they'd place you on a job with Schumann Carriage or someplace else so you'd get some experience in that field. If you were in the electric shop and knew a little bit about wiring and the fundamentals of electricity, you'd go to work for either Hawaiian Electric or Hawaiian Telephone Company.

MK: Were the students compensated for their work?

AB: Yes, the minimum wage, whatever it was. Not very much. So, you were in school for two weeks, on the job for two weeks. Then the group that was out on the job came back and filled your place here at school. So, if you were an English teacher, for the juniors and seniors, every two weeks you'd have a different group. But your program was full. Of course, they came back to campus. At that time, the time I'm talking about, every student was a boarder. So, he still had his study hour at night even though he'd been working over at Hawaiian Telephone Company during the day.

MK: In those days, were the girls at the girls' school also placed in a similar type of program?

AB: No, they didn't have this work program. Theirs was a full-time program.

MK: Full-time studies.

AB: Right.

MK: You've sort of mentioned how the students' schedules were back then, but how would a student's schedule be for one day from morning to night, since this was a boarding situation?

AB: Very similar to all the other high schools in town. We started in about 7:45 and ran till 2:30. Then, three days a week, we'd have a drill period after 2:30 which would run up until about 3:15, about forty-five minutes or so.

MK: As a teacher here, what were your responsibilities, in that first couple years back in '31 and '32?

AB: Oh, I think I had five classes a day. I believe it was a six-period day, so I had one free period.

MK: What subjects were you teaching?

AB: At that time, I was teaching bookkeeping or accounting, office practice, typing, and then I think I had a course in commercial law also.

MK: At that time, you mentioned that you were starting the commercial program.

AB: Yes.

MK: Were there any other teachers assisting you?

AB: I was it. The whole department. See, [at] Kamehameha, our enrollment at that time was less than 200 here at the boys' school. So, in that particular field, I could handle all the subjects.

MK: Outside of the classroom teaching, what other responsibilities did you have back then?

AB: Well, I served as a dormitory master. In those days, there were only two of us to a dormitory. So I'd have dormitory duty every other day. That means I supervised the study hall at night. We also had a daily work period. We had no janitors, no custodians. The boys did all the work. They cleaned their own rooms. They were responsible for cleaning the dormitory and for the yard work around the dormitory. So that was a daily thing, and that was after school, say, from 2:30 to 3:15, something like that. I would have a group of boys, and we had to clean the hallways, the bathrooms, and police up the area, mow the lawn, and that sort of thing around

the dormitory.

So, [we] had that daily work period, and then we had an intermural program which we called the inter-hui program. Each one of us had an assignment there. For example, I was in Dormitory C, so I had the boys in barefoot football, or basketball, or softball, or track. There was always something going on throughout the year. About two or three afternoons a week, we'd have those inter-hui games. So, it was a pretty full program. I had dorm duty every other night. Then, we'd take turns as the teacher on duty. They'd have a teacher on duty, and he'd be responsible for everything on campus after the school hours. If anything came up, he was supposed to visit the dormitories, and attend all events like church on Sunday and dances on Saturday night. And we attended all the meals, and we sat with the students. We had a table of eight, and each one of us had an assignment there. We were supposed to create a family situation there. So, it was what I call total education. You not only had them in the classroom during the day, you had them in study hall at night, you had all your meals with them, you were with them out on the play field, and also you had [to be] with them while they did all the chores, the janitorial work around the campus. So, it was a busy, full life. Much more so that it is today.

MK: It sure sounds like it was.

(Laughter)

AB: Yeah, it was a rather complete program, but you certainly got to know your students. You get to know your students fairly well in classes, but when you have breakfast with them, you have dinner and lunch with them, and you attend their social events, and you have them out there sweeping the hallways or mopping the hallways, and you have them out again on the play field, you really get to know your students. When you work with students that way, I think you're more effective as a teacher because it becomes like a family situation. Working with the students that closely, you become very friendly. You're more than a teacher. You're sort of a parent and a teacher. I think they respect you more that [way] because you become a friend. Lot of those students who are adults today have children in school here or grandchildren, we look upon each other as friends and not the old teacher-student relation.

MK: Gee, it's very different from school days for a lot of children now days.

AB: Yes, much different than just meeting in class, dismissed, and you don't see them again till the next day.

MK: Was it difficult in any way to maintain a teacher type of relationship when there was so much closeness?

AB: No, I think it helped. The more contact you had with a student--and



he judges you--if he thinks you're fair he won't let you down. I mean, as I said, if you have your meals with him, work with him, and play with him, and go to all his social activities, it's a family situation.

MK: You've mentioned some of their inter-hui activities. How about sports and other activities between Kamehameha and other schools?

AB: Well, Kamehameha has always been in this Interscholastic League. Up until about fifteen years ago, why, we had league games with not only Punahou and St. Louis and Iolani, but with Farrington, Roosevelt, McKinley, and all the others here in town. Naturally, as teachers, why, we took a great deal of interest in that program and we attended all the games. Of course, sometimes we were on duty as chaperones at those games.

MK: So, back in 1931, Kamehameha played against public schools as well as the other private schools?

AB: Right. It was one league--Honolulu Interscholastic League. All the high schools within the city here. At one time, well, back in 1931, I think Leilehua was the only country school, the only high school. We played them. We considered them part of the Honolulu league. Then, later, Waipahu and Waialua came in. Of course, much later it was Kahuku and Waianae.

MK: Sometimes I've heard old-time Kalihi residents describe the rallies and the activities that occurred on the Kamehameha Field.

AB: Yeah, that's what is now Kam IV Field down here. They played some of their football games there back in '31.

MK: When you look back at the attendance at these games, were they mostly Kamehameha School students and their families or were . . .

AB: Well, if we played a game down here or had a track meet in Kalihi, all the people in the community would show up because all they had to do was walk over there a few blocks. Then, in the '30s, high school athletics was more popular than the University of Hawaii. At the old stadium out there in King Street, the high schools drew more people than the University of Hawaii did.

MK: You mentioned some other activities, your dances. Where were the dances held back then?

AB: All on campus. We had a small gym down on the old campus and we held all our dances there. Then, later, when we moved up here, we held them in these dormitories. One dormitory had a very large lounge and we held the dances there, or clear the tables out of the dining hall and have it in the dining hall.

MK: What other types of activities did you as a teacher have to



participate in?

AB: Well, besides the dorm duty, the inter-hui program, and the work program, we all had committee assignments. I happened to be on the admissions committee for years and we would select the students to fill the vacancies for the following year. Go over the applications. And then, I was on the National Honor Society committee. I was a class advisor, too. That means you attend all their social events, and all their meetings. Planning meetings for junior prom, senior prom, and that sort of thing.

MK: You mentioned that you were on the admissions committee. How did a student get into Kamehameha Schools back in, say, '31?

AB: Well, that's the year that they started this selective admissions program. We covered all of Oahu and the neighboring islands. Visited the schools and requested applications. They filled out an application, then they took a test. Each student was interviewed. All that information was brought back, then the committee went over the applications and made their selections. Previous to that, as I told you, they either wrote in or dropped in just to the principal's office and applied. Most of them got in, in those days. Then when it became selective, the surprising thing is, great numbers applied. We weren't able to take all of them, so it ended up with one out of five or one out of ten.

MK: What was the criteria for selection?

AB: Satisfactory school report, good grades. Naturally, we take a student that had a B average or a C+ average over one that had a couple D's. Teacher recommendations, plus test scores.

MK: Why was it that this selective admissions program was instituted?

AB: Well, our principal who came from New England originally had been associated with independent schools in that area and they had that kind of a program, and he thought we should have that kind of a program here. His theory was that we can't take all of those who apply, so let's select the ones who have the most potential and who can do more for the community, especially the Hawaiian community. His idea was, let's give them the best possible education we can and we can get more people in the professions among Hawaiians out into the community and become community leaders. That's why he went into the selective process.

MK: What were your own feelings about this type of selective admission?

AB: Well, I came into it the year it started, so I thought, well, as long as we can't take everyone, let's take those, as I said, who have the most potential, who can go the furthest. So, I, naturally, thought it was a good policy. I think it's proven to be true.

MK: And that policy has . . .

AB: Same policy today.

MK: . . . through the years.

AB: Except now down at the kindergarten through the fourth grade, it's a lottery type thing now. It's not selective. They just draw numbers. But then, when they get through the elementary division, again it's highly selective.

MK: Still another question that I kind of almost forgot to ask you. You were one of how many teachers here back then in '31?

AB: I'm not sure, but I think there were about fifteen of us, and that was the whole staff. That was everyone.

MK: For the boys and the girls?

AB: No, there were about fifteen for the School for Boys and there probably was about an equal number for the School for Girls.

MK: What were the names of some of the teachers back in '31?

AB: Well, the principal was Dr. Homer F. Barnes. The math department, Mr. William Caldwell. English was Mr. Purvis. Music was Mr. Nichols. Shop was--a number of shop teachers--Mr. Banning, Mr. Bowers. . . . Oh, I could go on and name them. The names don't mean very much because I could go over the book here and exactly give you the names right.

MK: Which of the ones from that period are still around?

AB: There are only two of us left. Dr. [Donald D.] Mitchell and myself. Dr. Mitchell taught over at Kalakaua. He taught at Kalakaua, and he was invited to join Kamehameha. He joined Kamehameha in 1930. I joined it in 1931. Well, we're both semi-retired. Dr. Mitchell is an authority on Hawaiiana. He's been writing pamphlets and booklets on Hawaiian studies.

MK: As I look at the pictures of the faculty members, it was a mixed faculty in terms of ages. Some were much older, and others look like they're very young teachers. Interesting. How were the relationships among the teachers back then, since you were all . . .

AB: Oh, a very close-knit group because it was a small group. We had social activities. When we did have any, practically everyone showed up. We had a close relationship in those days with Punahou. We went to some of their social affairs, and they went to some of our social affairs, like bridge parties and things like that.

MK: In terms of the working relationships among the teachers, how was that?

AB: Very close, because we all lived on campus. Nobody lived off campus. So, I was telling you about you had the kids with you all day long. Well, your fellow teachers or colleagues, they were there for those three meals. You saw them not only during the day but during the evening and on weekends. So, a lot of our social activities were together. We played a lot of tennis and did a lot of things as a group.

MK: So, all in all, it seems as if that first year of teaching at Kamehameha Schools was marked by closeness with the students and also with . . .

AB: And with the staff, right. Yes, very much so.

MK: I think for today I'm going to close the interview here, and then during our second interview, concentrate on the development of Kamehameha Schools and your involvement during the '30s, '40s, '50s, and on.

END OF INTERVIEW

Tape No. 11-53-2-84

ORAL HISTORY INTERVIEW

with

Allen Bailey (AB)

April 5, 1984

Kapalama, Oahu

BY: Michiko Kodama (MK)

MK: This is an interview with Mr. Allen Bailey at his office on the campus of the Kamehameha Schools in Kapalama, Oahu on April 5, 1984.

Okay. Mr. Bailey, you retired in about 1969?

AB: Yes.

MK: And I'd like to know in what capacities you worked for Kamehameha Schools from 1931 up till 1969.

AB: Well, I came to Kamehameha as an instructor of commercial subjects. The School for Girls had always offered courses in office training or bookkeeping, typing, shorthand. The School for Boys didn't have anything in that field. So I came here to set up that program, and I was the only one for a good many years that taught those courses. Then after serving as a classroom teacher for about ten years, I became assistant principal of the School for Boys for a number of years and ended up as principal. Following my retirement, I served as a counselor for a while and director of special events. But throughout this entire period I've always served as a dormitory advisor, living on campus, both in and out of the dormitories. That's over and beyond your regular assignment here at school.

MK: I know that your wife also lives here on campus.

AB: Yes. We met here at Kamehameha. She came here as a home economics instructor and director of the dining room facilities program at the School for Girls.

MK: Did she, too, continue in her work at Kamehameha Schools after you were married?

AB: Not after we were married. Over the years, she served as a substitute teacher.

MK: During our last talk, we discussed your years at Kamehameha before



World War II. That was when Kamehameha Schools was still located in the King Street vicinity. Can you tell me why Kamehameha Schools was located in the Kalihi area?

AB: The original five trustees made that decision. Mr. Bishop was the chairman of the Board of Trustees in those days. I guess the first item was that it would, naturally, be placed on Bishop Estate land. They had this land that ran from the sea to the mountain out here in this area. As I understand it, Kalihi at that time was about two miles out of town. Mr. Damon who was a member of the Board of Trustees was developing Moanalua. He suggested, and the rest of them approved of his suggestion, that the school be placed in this area. I guess he thought it would be an asset to his development to have the school fairly close to his development. So, forty acres was set aside for the school plant, which included the Bishop Museum.

MK: Just prior to World War II, the boys' school moved up here to the Heights.

AB: Yes. The actual date was 1940.

MK: The girls' school moved up here earlier.

AB: In 1931.

MK: Can you tell me why Kamehameha Schools was moved up here to the Heights?

AB: I think that the school was in the position of needing some new buildings. The original buildings were old frame buildings. This area up here on Kapalama Heights wasn't targeted for anything special, and they thought it would be a good location for a school. Plenty of land area at that time. Things were beginning to develop in the Kalihi area. I think that a part of the Kamehameha School campus was condemned for the location of Farrington High School. They thought that it wouldn't be long before the city would be taking that land which was in a fast-growing area, so they decided to move up here on the hill.

MK: Could you describe to me how that move was accomplished?

AB: Well, when I came in 1931, the girls' school plant was already built, and during the summer, they had moved a lot of the school furniture and equipment. So, they were all set to go in September of '31. The grading for the fields and the roads for the School for Boys was done at about the same time. But Bishop Estate has to sell land for buildings. It took nine years before they could raise enough money for the boys' school plant. When the move did take place, it went very smoothly because we packed up everything and had it all ready, and it was transported up here in the summertime.



MK: So, no school activities or classes were disrupted?

AB: No, it all took place during the summertime.

MK: When World War II came along, how were school activities and facilities affected?

AB: Well, I remember very well that on the morning of December the 8th, all the boys met here in assembly hall here in Bishop Hall. The principal and vice-principal announced that we were going to have to make many changes and that the school would be closed. The National Guard came up with their trucks and loaded up all the seniors and took them out for guard duty around the utilities around town, such as Hawaiian Electric, the telephone company, the water tanks, and put them on guard duty. That's the last we ever saw of the seniors. However, years later we did grant them their diplomas.

The junior boys, who were old enough to become part of the work program, many of them worked during the day in the war effort, and then we had classes for them during the evening. But that wasn't true of the girls. As I remember, none of the girls went out. It was just the boys who were involved in the war effort. It completely changed everything. We had to have everything blacked out. The study halls at night were completely sealed off with no windows open and that sort of thing. But of all the schools in the State, Kamehameha was the first one to open. I think it was around the first of February that we reopened, about six weeks or two months after the war. All the other schools took much longer for them to get back into service.

MK: Besides the blacking out of the study hall area, what other changes occurred during the World War II years up at Kamehameha?

AB: Well, quite a few of our teachers were drafted or enlisted and went into the service. Well, it changed everything. The School for Girls moved down and took over two of the boys' school dormitories. The whole girls' school campus was taken over by the Army. Farrington High School became Tripler Hospital, and then Kamehameha became an annex of Farrington. As soon as the patients were dismissed or able to get around--we called them ambulatory patients--they moved up here to the girls' school dormitories. We had about 500 men stationed up here, what we call ambulatory patients. As I said, the girls' school moved down to the boys' school, and the boys' school doubled up. They put in double-decker bunks in all the boys' rooms. Where we had boys in six dormitories, we had them doubled up into four dorms. The girls did the same thing. So we had to build some temporary classroom buildings, wooden frame buildings, out here on the fields to accommodate the girls' program. So, that was a big change. But it actually worked out very smoothly.

We had the best transportation that we've ever had up and down the hill because the Army ran these buses from Farrington High School up

to this annex up here for the ambulatory patients. I think it was every hour or every half hour, these buses went up and down the hill. The Kamehameha students and faculty had the privilege of that bus service. Then, they had all these excellent programs for the men. The latest movies, the latest shows, and plays, and things like that. They were open to the Kamehameha family, so to speak.

MK: How about the activities of its students, say, extracurricular activities?

AB: Well, they were curtailed. I think a lot of our athletic events for the first year were cancelled. I don't think we had any more athletic events that school year. But the next year, we went back into our regular program. However, we had our inter-hui, which is an intermural program--that carried on much the same as usual. But with the junior boys out working during the day, there was no time for athletics.

MK: And then, after the war, were there any major changes in the curriculum?

AB: More emphasis was placed on the college preparatory courses. Following the war, two or three years afterwards, Kamehameha opened its doors to day students. The students from Honolulu became day students. The enrollment went up quite rapidly from 400 or something like that, School for Boys, up to 800. It almost doubled during the ten-year period. During the '30s or before the war, I would guess that less than 20 percent of our students were going onto college. But following the war, when we get into the '50s and '60s, that went from, say, 20 percent up to 80 percent or more. So, you might say, the emphasis in the '30s was on the vocational program. However, the students were qualified to go to college. Following the war, the emphasis was on the college program and not so much on the vocational program.

MK: You mentioned also that day students started attending Kamehameha Schools. With the addition of the day students, how did the school manage to accommodate all of the students?

AB: Well, they built two new classroom buildings. One on the boys' school campus and one on the girls' school campus. Those are large classroom buildings, and that enabled us to increase the enrollment. And the enrollment, I can't quote the figures, but I would say it more than doubled during the ten-, twenty-year period.

MK: Why was the decision made to bring in day students?

AB: Well, I think at that time the income of the estate began to increase. With more income, naturally, you could increase the enrollment of the school. And, there's a great surge or demand of the Hawaiians to come to Kamehameha. The applications were almost ten to one.

Ten applicants for every vacancy. So the trustees thought, well, let's see how far we can go in increasing the enrollment. So they concentrated on that, and that, I guess, was the movement that took place at that time.

MK: With the change in the curriculum with its emphasis on the college preparatory program, what kind of changes were there in the faculty?

AB: Well, I don't think there were too many changes in the faculty itself, but there was a dearth or a shortage of teachers. This was true all over the country at that time. The problem here was to get people to stay. Many teachers would come and stay for one or two years because they thought Hawaii was a wonderful place to be, but we were looking for people that would stay with us. However, probably we didn't have quite the selection that we had in the '30s, when it was the other way around, there was an excess of teachers. This was also true in the DOE. They had to go to California to recruit teachers during that period.

MK: So, during that period, to what extent did Kamehameha Schools recruit teachers from the Mainland?

AB: Oh, to a large extent. A great many--I'd say, the large majority of our teachers did come from the Mainland. It was only after we began to have a surplus of teachers here in Hawaii that we began to get more teachers from the University of Hawaii.

MK: How adaptable were the Mainland teachers to the local teaching situation?

AB: I don't think that bothered people very much. I can remember in my own case, the principal asked me what I found--if I could compare the teaching situation I had on the Mainland versus the one here. Well, the environment was different, but in the classroom I don't think it was any different. So, I don't think there was a big difference there.

MK: Out of the many Mainland teachers that did come to Kamehameha Schools, was there a commitment to stay for more than one or two years?

AB: No, teachers, in those days, had a one-year contract. If the person was well-qualified and things were going along all right, we hoped he would stay, and many of them did.

MK: So many of the Mainland recruits did stay.

AB: Yes, they did.

MK: And, say, as the '50s went by and the '60s approached, again, were there many changes in the curriculum?

AB: Continued emphasis on college preparation. More languages. In the '30s we had no languages. Along about this time that you mentioned

here, we added French, German, Spanish, and for a while we had classes in Russian. Then, in later years, I think it was not until the late '60s or '70s, we began to add Japanese. But Kamehameha has never offered a course in Chinese, I don't know why. I think Iolani has, and I'm not sure about Punahou.

MK: How about the Hawaiian language? How has that been treated by Kamehameha?

AB: They used to have a program down at the prep school, the elementary division and the junior high school division, where they offered language on a--not a full-time basis but, say, two or three times a week. And then, at that time, Hawaiian wasn't accepted for the language requirement in the colleges. There was only one school, as I remember, throughout the country that would accept Hawaiian, and that was Dartmouth. They had some connection, somebody that knew about Hawaiian, and they were willing to accept it. The University of Hawaii wouldn't accept it. But our president, Mr. Kent, talked the University of Hawaii into accepting Hawaiian as a language requirement. So, that came in about the '60s, I believe. Late '50s or '60s. Then, we began Hawaiian on an elective basis. That has developed up. Now, with this Hawaiian renaissance, I don't remember how many classes we now have in Hawaiian, but there's been a big growth there.

MK: How about any changes in the faculty during the '60s?

AB: What do you mean? The numbers or. . . .

MK: Numbers or the types of teachers, the subjects they taught, or where they came from.

AB: Well, in the '60s, the young people, especially the men, were no longer subject to draft or military requirements, so we began to get teachers that were developing a career in education. They were staying with us for a longer period of time.

MK: How about the facilities in the '60s? Did they undergo any changes or additions?

AB: Oh, not any more so at Kamehameha than at other places. Science courses, more modern equipment, language courses went in for labs, and this new math came into the picture. We were experimenting in social studies and in English.

MK: Say, by the '70s, when the Hawaiian renaissance was here, how did that affect the curriculum here at Kamehameha Schools?

AB: Well, each student here now is required to have at least a unit of Hawaiian studies. But he can elect to take Hawaiian language, Hawaiian dance, or Hawaiian music, or a course in--the title of the course is not Hawaiian Culture, but it's similar to that. Place



names and things like that, sort of a history type of course. So they all have exposure to some Hawaiian studies course. And they can make up that requirement during the four-year period.

MK: By the 1970s, how do you think students have changed since you first started here in the 1930s?

AB: Students today look different, talk a different language than they did fifty years ago, but from my experience they are still students with the same outlook on life as the ones that I first met here fifty-three years ago. Inside, as I say, they were pretty much the same.

MK: And for the last question of the interview, could you describe your philosophy on education here at Kamehameha Schools?

AB: Well, I feel I've been very fortunate to spend my career in education here at Kamehameha because it's been more than just serving as a teacher. In the boarding school program, you not only serve as a classroom teacher, you also serve in a capacity of a parent. You have your meals with the students, you supervise their play periods, you supervise their work periods. So, it's a rather complete education. You become part of it, and you end up by becoming friends rather than just a teacher-student relationship. It's been a very pleasant and rewarding experience.

MK: Okay. Is there anything else you'd like to leave for the record?

AB: No, I think we've covered it pretty carefully or pretty thoroughly.

MK: Okay. Thank you for the interview.

AB: And thank you.

MK: I'll end it here.

END OF INTERVIEW

# **KALIHI:** **Place of Transition**

**Vol. I**

**ETHNIC STUDIES ORAL  
HISTORY PROJECT**

**Social Science Research Institute  
University of Hawaii at Manoa**

**JUNE 1984**